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ABSTRACT

Learned opinion supports the relevance of satisfaction with job facets in studies of job satisfaction, but an analysis of the perceived importance of these facets concerning overall job satisfaction in education has largely been ignored. The relationships among Alberta (Canada) elementary and junior high school principals' job facet perceptions and the importance of the facets for their overall job satisfaction are examined in this study based on mailed questionnaires and followup interviews. Questionnaires were mailed to a 20 percent random sample of 131 elementary school principals and to 94 junior high principals. Response rates were 85.5 percent and 89.4 percent. The two groups of principals ranked both mean satisfaction with facets and mean importance of facets similarly. "Working relationships with teachers" ranked first or its equivalent on all scales. The three highest rankings of mean importance for facets for both groups were working relationships with teachers, teaching competence, and staff morale. Much lower correlations were obtained between satisfaction and importance for both groups, which disputes the claim that importance is inherent in measures of satisfaction and need not be separately assessed. Tables and figures provide a conceptual relational model, summary statistics, and sample characteristics. (45 references) (LMI)

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Perceptions of Overall Job Satisfaction and Facet Satisfaction of Principals

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Abstract

Learned opinion supports the relevance of satisfaction with job facets in studies of job satisfaction, but little attempt has been made to examine perceptions of importance of these facets towards overall job satisfaction in education.

Consequently, a 1986-87 research project examined, among other matters, the relationships among the perceptions of 112 elementary and 83 junior high school principals in Alberta concerning their satisfaction with job facets and the importance of these facets for their overall job satisfaction.

The rankings for the two groups of principals of both mean satisfaction with facets and mean importance of facets were similar. "Working relationships with teachers" ranked first or equal first on all four scales. Much lower correlations were obtained between satisfaction and importance for both groups, thereby disputing the claim that importance is inherent in measures of satisfaction and need not be separately assessed.

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Perceptions of Overall Job Satisfaction and Facet Satisfaction of Principals

Early research on job satisfaction was justified on the assumption that increased satisfaction leads to increased productivity. Although this view has been largely replaced by an interactionist approach, three sound reasons still exist for the continuation of research into the job satisfaction of educational administrators. First, low job satisfaction appears to be associated with absenteeism and turnover; if measures can be taken to improve satisfaction, then undesirable outcomes may be minimized (Davis, 1977). Second, job satisfaction should be viewed as a desirable condition in itself, especially as it is closely related to the overall quality of life in a society (Lawler, 1973; Locke, 1976; Gross and Etzioini, 1985). Third, the nature of modern work with its increasing emphasis upon technology and accountability, its higher stress levels, and its feelings of alienation warrant greater attention to job satisfaction (Fraser, 1985).

Objectives of the Study

The objectives of a research project conducted in Alberta in 1986-87 were to obtain information about the perceptions of principals of elementary (kindergarten-grade 6) and junior high (grades 7-9) schools concerning (a) their job satisfaction, (b) their effectiveness, (c) their school's effectiveness, and (d) the relative importance of indicators of these three variables. Relationships among these variables were also examined. This paper is restricted to presentation of information relevant to the job satisfaction of principals (Johnson, 1988; Sroypan, 1988).

Theoretical Framework

Relevant Theories

Job satisfaction is an important, complex variable. The major theories of job satisfaction can be classified as need fulfillment, motivation-hygiene, cognitive, facet, and value. *Need fulfillment theories* regard job satisfaction as varying directly with attainment of needs. Schaffer (1953) recognized that workers place individual weightings upon the importance of

needs. Maslow's (1970) five-level need hierarchy theory has relevance in this category, despite difficulties in its empirical justification (Miskel, 1982). Herzberg's (1966) *motivation-hygiene theory* is similar to Maslow's theory, with Herzberg's "motivators" being equivalent to Maslow's esteem and self-actualization needs, and his "hygiene factors" to Maslow's lower order needs. ***Recent cognitive theories*** view satisfaction as a consequence of thought processes—they include discrepancy theories (Lawler, 1973), equity theories (Landy & Trumbo, 1980) and instrumentality-valence theories (Vroom, 1964). *Facet satisfaction theory* was developed from Lawler's work (1973) which extended cognitive theory in recognizing the difference between overall job satisfaction and facet satisfaction which he defined as "affective reactions to particular job aspects such as pay, supervision and opportunities for promotion" (p. 64). However, various researchers (e.g., Wanous and Lawler, 1972) have been unable to establish mathematical linkages between overall satisfaction and satisfaction levels with individual facets. *Value theory* was subsequently espoused by Locke (1976) who saw values as being the primary determinants of both facet and overall job satisfaction. Locke's synthesis of discrepancy, facet, need, and value theories provided the theoretical approach for this study.

Factors Associated With Job Satisfaction

Researchers have devoted considerable effort to establishing levels of job satisfaction and to identifying and testing relationships between job satisfaction and a variety of job-related facets and personal characteristics. Particular research attention has been directed at job facets and personal characteristics that may be associated with satisfaction at work.

This section provides a brief review of selected findings—most particularly, those relating to educational contexts—to highlight the diversity of variables involved and the complexity of relationships between job satisfaction and the factors that appear to contribute to and/or result from it.

Job facets. Bennis (1976) maintained that "what gives one satisfaction in one's job . . . above all [is] the opportunity and capacity to learn" (p. 167). Beyond this contention, however, research in business, educational and other contexts has established the relevance of

many other job-related sources of satisfaction. As Fraser (1983) explained, "There are multiple facets to the working state, some of which are more satisfying, or perhaps more acceptable, and others less. Job satisfaction at best describes in comparative terms some integrated mean of that state at some point in time" (p. 24). For example, French et al. (1985) referred to friendliness and respect of colleagues, job independence and security, and opportunity for accomplishment as the most satisfying aspects of work for respondents in a survey of young, professional, highly educated workers. Least satisfying were respondents' chances for promotion, feedback about performance, and pay. Headey and Wearing's (1981) Australian survey identified strong correlations between workers' job satisfaction and interest in the job, opportunity to use skills and abilities at work, and prospects of promotion; however, pay levels, volume of work, and satisfaction with co-workers had little connection with job satisfaction. Fraser's (1983) review of research led him to posit financial reward as a "significant but not necessarily primary factor" (p. 31) in job satisfaction in most industries.

Organization structure is widely thought to have profound implications for job satisfaction. As Oldham and Hackman (1981) explained, two main theoretical approaches have been used to explore relationships between structure and job satisfaction (and motivation). The "attraction-selection" framework theorizes that organizations with particular structural properties attract or select employees according to their personal characteristics—that is, personal variables moderate the satisfaction-structure relationship. An alternative view is expressed in the "job-modification" framework, which conceives of structural characteristics molding job characteristics to suit participants' desires and needs. Applying a combination of these frameworks to their own study in business organizations, Oldham and Hackman (1981) found "modest" relationships to suggest that structure influences job satisfaction through job-related and personality-related factors, although they had to acknowledge that their interpretations about causality were "not technically justified." Bacharach and Mitchell's (1983) subsequent review led them to cite bureaucratization, supervision, and participation in decision making as the primary organizational variables, yet the findings from their study of

United States school superintendents and principals provided only limited support for this assertion. Grassie and Carss (1973) furnished evidence of relationships between job satisfaction and organizational climate and structure, teachers' experience, and professional orientation in Australian schools. Larson (1977) also commented on Aiken and Hage's isolation of participation, bureaucratic structure, and role enforcement as strong predictors of job satisfaction, and Lawler (1973) cited a long tradition of research that supports power equalization and other dimensions of leadership style as important for job satisfaction of employees.

Numerous other factors, such as personal goals, role perceptions, role conflict, role ambiguity/clarity, autonomy, task significance, job challenge, job stress, and job burnout have also been proposed as possible sources of influence on job satisfaction. Early research reviews (Vroom, 1964; Scott & Mitchell, 1972) correlated job satisfaction with considerate supervisory behavior, although the direction of that relationship was not established. Saha's (1975) study of university educators linked job satisfaction (as well as job attraction) with incumbents' perceptions of their goals and occupational roles. According to Szilagyi (1977), early research suggested that competing role expectations (role conflict) and uncertainty about roles (role ambiguity) are detrimental to job satisfaction, although other studies have since disclosed organizational level (Schuler, 1977; Szilagyi, 1977), need for achievement, need for independence (Johnson & Stinson, 1975), self-esteem of the worker (Mossholder, Bedeian, & Armenakis, 1981), and autonomy (Beehr, Walsh, & Taber, 1976) as moderating variables. Oldham and Hackman's (1981) job characteristics model treated autonomy and task significance as two core job dimensions contributing to job satisfaction, although Walsh, Taber, and Beehr (1980) emphasized role clarity in conjunction with job challenge (variety and autonomy). Insufficient and excessive stress is often associated with job dissatisfaction (Fraser, 1983; Friesen et al., 1983; Schwab & Iwanicki, 1982; Seiler & Pearson, 1984).

Some authors have tried to capture the essential features of findings such as those referred to above and to condense them into a collection of variables commonly associated with

overall job satisfaction. Vroom's (1964) early classification is significant, for it has pervaded many subsequent attempts. Factors identified by Vroom include attitudes toward the following matters: the company and company management, financial rewards, working conditions, and co-workers. Lawler (1973) recorded a similar list of common factors: content of the job, supervision, financial remuneration, promotion, working conditions and co-workers. After reviewing prior research in industry and education, Rice (1978) also compiled a list of seven factors, approximating those of Vroom, to account for the satisfaction of school principals: the work itself, occupational status and prestige, interaction with district administrators, interaction with teachers, interaction with students, salary and benefits, and working conditions. Clearly, although there is considerable overlap in these aggregations, some important differences are apparent, suggesting that situational and personal variables also need to be considered.

Personal variables. Not only have work variables been posited as pervasive sources of job satisfaction, but, in accordance with the more general assertion that individuals' work lives are interactively associated with their personal lives (Blase & Pajak, 1986; Fraser, 1983), a variety of personal characteristics have been said to affect employees' facet and overall job satisfaction (Hulin & Smith, 1976; Klein & Maher, 1976; Lawler, 1973; Saleh & Otis, 1976; Van Maanen & Katz, 1976; Vroom, 1964; Wild & Dawson, 1976).

Rice's review of research identified five types of variables that are frequently advanced as affecting job satisfaction: personal variables (age, sex, and locus of control over the environment), social variables (marital status and community location), professional variables (experience, educational level, and involvement), and organizational variables (administrative assignment, organizational size, and task assignment). Other reviews (e.g., Davis, 1977) support many of these elements. The expansiveness of this list highlights the importance of all aspects of individuals' personal and work experiences for the satisfaction they derive from work involvements.

Recognizing the need to understand the nature of job satisfaction in educational settings, some researchers have investigated the appropriateness of the foregoing theories and the

relevance of various job facets and personality attributes for the satisfaction of teachers and school administrators.

Job satisfaction of principals. Following a review of the "relatively few studies" on job satisfaction of school principals, Gunn (1984) concluded that there is "little continuity of theoretical framework or research methodology" (p. 45). Studies using various methodological strategies have disclosed a range of associations. In other studies, principals' job satisfaction has correlated positively with Likert's management model characteristics of "mutual confidence and trust, shared decision-making, ego-enhancement and interaction influence networks" (Carr, 1971, p. 75), and negatively with bureaucratization, supervision, constrained decision-making power (Bacharach & Mitchell, 1983), emotional exhaustion, role conflict, and powerlessness (Kottkamp & Travlos, 1986). In a Canadian setting, Isherwood and Tallboy's (1979) exploratory research highlighted the moderating influence of age upon the relative importance of job facets, but those researchers added that "working with students and being part of the school team" (p. 169) is an outstanding component of satisfaction for many elementary school principals.

Two Alberta studies exhibit some consistency of methodology, setting, and theoretical foundation, and so afford a greater measure of comparability. Rice (1978) found elementary and high school principals to be moderately satisfied with their jobs. However, Rice also identified work involvement with teachers, principals' feelings of responsibility and autonomy, and sense of accomplishment as major sources of overall job satisfaction. Overall job dissatisfaction focused upon administration and policies but also included volume and challenge of work, societal attitudes about education, and relationships with parents. Rice's study further revealed that satisfaction for principals in Alberta was related to type of authority and locus of control, was positively associated with age and experience, but was negatively related to teaching involvement and excessively large or small schools (Rice, 1978; Friesen, Holdaway & Rice, 1984).

In support of Rice's findings, Gunn and Holdaway (1985; 1986) more recently ascertained that senior high school principals experienced overall satisfaction with their work, and they discovered variation in principals' levels of satisfaction according to both organizational characteristics (e.g., school setting, type of school system, grades in the school, and size of school) and personal characteristics (e.g., age and experience in the present position). Beyond this, Gunn and Holdaway found sense of accomplishment to be the best predictor of their respondents' job satisfaction, and they identified close associations among senior high school principals' sense of accomplishment, their perceived effectiveness as leaders, and their perceived levels of influence and autonomy. However, Gunn and Holdaway (1986) had difficulty in explaining the meaning of the seemingly crucial variable, "sense of accomplishment," beyond linking it with recognition by others and with the morale and performance of teachers and students. Hence, they called for further research to explain its composition and associations with effectiveness and other aspects of school life. On the other hand, the *Job Description Index* (Smith et al., 1969) was sufficiently inexplicit to admit the notion of sense of accomplishment as an affective response to the job in general, that is, impliedly as a dimension of job satisfaction itself rather than as a specific job facet contributing to satisfaction.

Job Satisfaction and Importance

Research about job satisfaction in education has largely ignored the importance of individual job facets for satisfaction. Lawler (1973), Locke (1969), and Wanous and Lawler (1972) have agreed that satisfaction ratings on job facets are "inherently 'self-weighted' by the importance the facets hold for each respondent" (MacQueen and Ignatovich, 1986, p. 42). Their argument is that satisfaction facets on the more important job facets tend to be assigned the more extreme responses and can therefore be identified without the need to assess importance. However, little research on this matter seems to have been conducted.

Implications of the Literature

The most significant conclusion to emerge so far from the studies of interrelationships between various job facets, personal attributes, behavior, and job satisfaction is that satisfaction remains an extremely complex and confusing issue. Equally apparent, however, is the non-cumulative, exploratory manner in which much of this research has been conducted. These piecemeal initiatives lend support to Lawler's (1973) claim that much research on job satisfaction is atheoretical, to the contention by Gruneberg (1979) and Landy and Trumbo (1980) that inconsistent findings and confusion in the literature have arisen out of differing research instruments, and to Bridges's (1982) more general criticism about a "lack of connectedness among research studies" in educational administration (p. 24).

The literature cited above led to development of a theoretical framework (Figure 1) which guided this study of school principals' job satisfaction. Based upon Lawler's (1973) model, specific job facets may be said to generate satisfaction only as a result of cognitive processes that produce perceived discrepancies from actual-expected facet comparisons. No causal link between satisfaction and performance on the job yet been conclusively established, so this possibility of an interactive effect must be accommodated. Personal characteristics of the individual also impose upon the relationship between job facets and satisfaction; these may be regarded as intervening variables.

Methodology

Information was obtained by use of questionnaires and interviews. Questionnaires were mailed to a 20% random sample of 131 principals of K-grade 6 or grades 1-6 schools and to all 94 principals of grades 7-9 schools in Alberta in November 1986. (See Table 1.) Follow-up letters were sent three weeks later. Response rates were 85.5% and 89.4%. Follow-up interviews were conducted with stratified samples of 10 elementary and 10 junior high principals; the stratification ensured representation from schools of different sizes and different geographical locations.

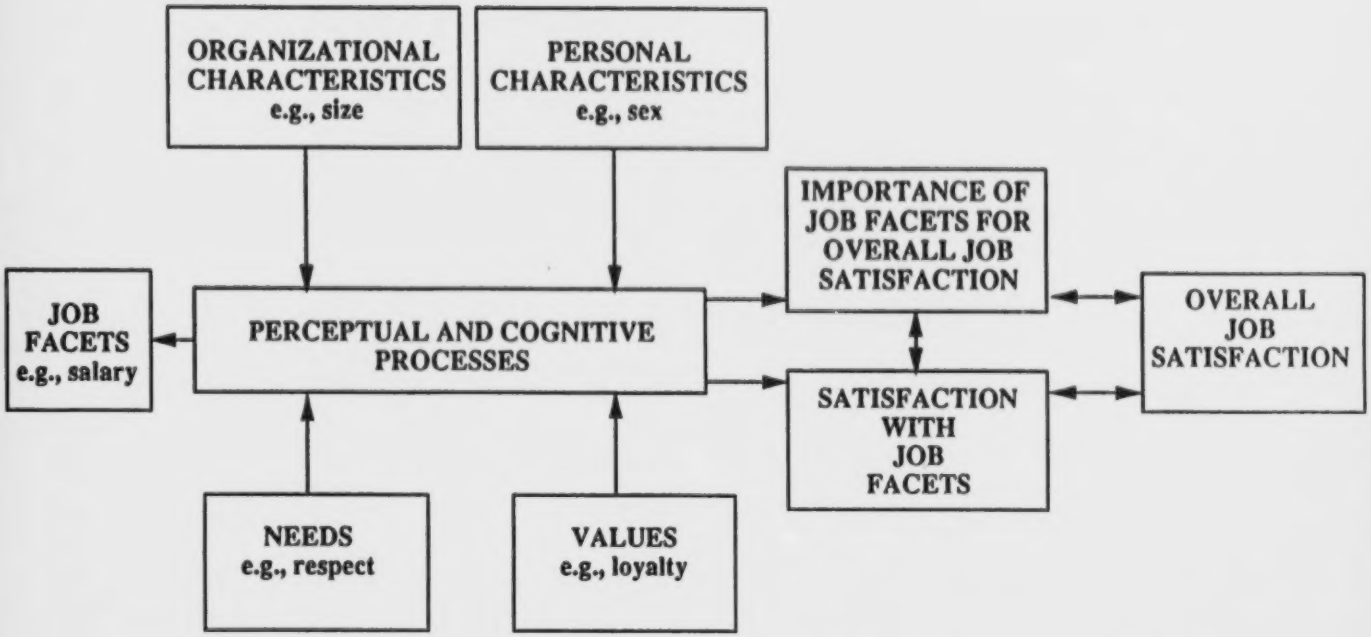

FIGURE 1: CONCEPTUAL FRAMEWORK

Table 1

Characteristics of Respondents and Their Schools

Characteristic	Elementary (n=112) %	Junior High (n=84) %
Number of Students		
Fewer than 300	63	26
300-499	33	40
500-699	4	31
700 or more	–	2
Sex of principals		
Female	20	5
Male	80	95
Age of principals		
Less than 40 years	27	14
40-49	47	58
50-59	22	24
More than 60	4	4
Career aspirations		
Principalship	56	56
Superintendent/Assistant Superintendent	20	29
Other	24	15

The job satisfaction questionnaires were based upon those previously used in a program of research on job satisfaction of educators which began at the University of Alberta in 1975. They were very similar to those used by Gunn (1984) in a 1983-84 study of senior high school principals in Alberta. In order to ensure that the instruments were appropriate, preliminary interviews were conducted with a representative sample of 14 people in September-October 1986 and the questionnaire was again pilot-tested before the final form was adopted. The validity was assessed by experts as high. Overall satisfaction and satisfaction with 41 facets were assessed on a six-point scale: 1 (highly dissatisfied), 2 (moderately dissatisfied), 3 (slightly dissatisfied), 4 (slightly satisfied), 5 (moderately satisfied), and 6 (highly satisfied). The importance of job facets for overall job satisfaction was assessed on a four-point scale: 1 (not important), 2 (slightly important), 3 (moderately important), and 4 (extremely important). Reliability as assessed by the Guttman split-half technique was between .90 and .98.

The demographic characteristics of the respondent and non-respondent groups were compared, and no substantial differences were noted. Therefore, the 85.5% of the elementary principals who replied were considered to be representative of the 20% sample, and the 89.4% of the junior high principals who replied to be representative of the population of 94 such principals. Both descriptive and inferential statistics were used in analyses involving the elementary principals, but only descriptive statistics were used with the junior high principals.

Results

The results are presented under five headings: (a) overall satisfaction; (b) satisfaction with facets for both levels of schools; (c) importance for satisfaction for both levels; (d) comparison of actual and importance ranks for (i) elementary schools and (ii) junior high schools, and (e) relationships between extreme responses.

Overall Satisfaction

The percentage frequency distributions of the levels of overall job satisfaction of the principals of the two levels of schools were similar, as shown in Table 2. In each case, most principals expressed either high or moderate satisfaction with their jobs as a whole.

Table 2

Percentage Frequency Distributions of Levels of Overall Job Satisfaction

Response category	Elementary (n=112) (%)	Junior High (n=83) (%)
1. Highly dissatisfied	0	0
2. Moderately dissatisfied	1	2
3. Slightly dissatisfied	1	1
4. Slightly satisfied	13	11
5. Moderately satisfied	53	49
6. Highly satisfied	32	36

Facet Satisfaction

Table 3 presents the mean satisfaction scores for each facet, as well as importance scores which will be described subsequently. Elementary school principals had the highest mean facet satisfaction scores for their working relationships with teachers, their relationships with students, the teaching competence of their teachers, the satisfaction and morale of their staff, and their sense of accomplishment as administrators. For the junior high principals, the five highest ranking facets were their working relationships with teachers, their relationships with students, their freedom to allocate teaching assignments, their responsibility for formal teacher evaluation, and their relationships with central office staff other than the superintendent. Some similarity in rank order distribution of these means was obtained for the two groups of principals (Spearman coefficient .88), but several important differences were obvious.

Table 3

Means and Ranks of 41 Facets for (a) Perceived Satisfaction and (b) Importance for Overall Satisfaction

Job facet	Elementary (n=112)				Junior high (n=83)			
	Satisfaction		Importance		Satisfaction		Importance	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Principal's working relationships with teachers	5.411	1	3.991	1.5	5.518	1	3.976	1.5
Principal's relationships with students	5.405	2	3.847	7	5.393	2	3.798	11
Teaching competence of teachers	5.234	3	3.991	1.5	5.024	14	3.976	1.5
Satisfaction and morale of staff	5.152	4	3.929	3	5.060	10.5	3.964	3
Principal's sense of accomplishment	5.109	5	3.883	5	5.155	6	3.845	7
Principal's responsibility for formal teacher evaluation	5.090	6	3.545	26	5.238	4	3.643	18
Attitudes of parents to school	5.071	7	3.884	4	5.083	8	3.845	7
Successful completion of projects and tasks	5.063	8	3.804	10	5.048	12	3.631	19
Principal's social relationships with teachers	5.045	9	2.777	40	5.024	14	2.940	40
Principal's social position in the community	5.038	10	2.625	41	4.963	16	2.845	41
Principal's relationship with superintendent	5.018	11	3.518	28	5.107	7	3.417	30
Help principal gives to teachers and students to succeed	5.000	12	3.875	6	4.929	17	3.869	4
Achievement of own professional objectives	4.991	13.5	3.554	24.5	5.060	10.5	3.595	20

Table 3 (continued)

Job facet	Elementary (n=112)				Junior high (n=83)			
	Satisfaction		Importance		Satisfaction		Importance	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Freedom to allocate teaching assignments	4.991	13.5	3.634	18	5.386	3	3.821	90
Competence of teachers in non-class professional duties	4.955	15.5	3.643	17	4.829	24	3.675	16
Satisfaction and morale of students	4.955	15.5	3.793	12	5.024	14	3.845	7
Relationships with other central office staff (not superintendent)	4.938	17	3.378	33	5.179	5	3.321	34
Authority of principal's position	4.936	18	3.396	30	5.071	9	3.548	23
Attitude of teachers to ongoing professional improvement	4.902	19	3.670	15	4.607	31	3.726	14.5
Achievement of students	4.795	20	3.795	11	4.855	21.5	3.857	5
Attitudes of school board administrators towards teachers and school administrators	4.741	21	3.730	14	4.855	21.5	3.667	17
Involvement in budget preparation	4.736	22	3.559	23	4.881	19	3.405	31
Availability of clerical staff to assist principal	4.723	23	3.820	9	4.738	27	3.759	12
Availability of useful advice to assist principal with problems	4.652	24.5	3.571	21	4.831	23	3.488	27
Opportunities for useful in-service education for principal	4.652	24.5	3.607	19	4.880	20	3.560	22
Attitudes of students towards education	4.649	26	3.766	13	4.590	32.5	3.833	9
Principal's physical working conditions	4.640	27	3.321	34	4.904	18	3.262	35

Table 3 (continued)

Job facet	Elementary (n=112)				Junior high (n=83)			
	Satisfaction		Importance		Satisfaction		Importance	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Quality of custodial services	4.634	28	3.563	22	4.747	26	3.536	24.5
Attitudes of teachers to change	4.625	29	3.661	16	4.464	37	3.726	14.5
Recognition by others of principal's work	4.622	30.5	3.295	35	4.817	25	3.333	33
Freedom to change school program	4.622	30.5	3.393	31.5	4.619	28	3.512	26
Fringe benefits in contract	4.563	32	3.234	37	4.286	39	3.169	38
Involvement in hiring teachers	4.527	33	3.839	8	4.590	32.5	3.750	13
Opportunities for advancement as an administrator	4.486	34	3.135	39	4.524	36	3.190	37
Salary	4.432	35	3.241	36	4.072	41	3.381	32
Expectations of school board for principals	4.411	36	3.554	24.5	4.614	29.5	3.536	24.5
Effect of job on principal's personal life	4.313	37	3.580	20	4.530	34.5	3.571	21
Principal's involvement in district decision-making	4.275	38	3.207	38	4.262	40	3.131	39
Methods used to evaluate principals	4.259	39	3.527	27	4.614	29.5	3.476	28
Way in which consultation occurs between board and teachers about working conditions	4.255	40	3.491	29	4.293	38	3.463	29
Number of hours principal is required to work	4.196	41	3.393	31.5	4.530	34.5	3.250	36

For both the elementary and junior high principals, the facets with the highest mean satisfaction scores involved the principal's working relationships with teachers and students. On the other hand, facets associated with the principal's occupation, working conditions, role, and involvement in the district had a greater variety of responses and lower means. Nevertheless, none of the 41 facets was pervasively dissatisfying.

In the interviews, the 10 selected principals in each group were asked to identify the facets that gave them the most satisfaction and the most dissatisfaction. For the elementary principals, although most wanted to mention several facets, aspects relevant to staff and students were foremost—relationships, commitment, satisfaction, attitudes, and growth. Four elementary principals identified sense of accomplishment, although they provided different explanations as to how this sense developed. In general, the junior high principals who were interviewed provided responses which were similar to those of elementary principals, but they placed greater emphasis upon student achievement and growth. The most dissatisfying facets at the elementary level were conflict, non-cooperation, powerlessness, workload, capacity to innovate, lack of parents' interest, cutbacks associated with budgetary restraints, small school size, and educational priorities of the school district. For the junior high principals, the responses tended to cluster around poor motivation of some students and some staff, system decision-making and funding, bureaucratic procedures, and workload.

Importance Ratings

The mean importance scores for overall satisfaction associated with each facet are also shown in Table 3. A high level of agreement was obtained for the two groups of principals, with the Spearman coefficient being .94. Working relationships with teachers and the teaching competence of teachers were ranked equal first for both groups of principals, while satisfaction and morale of staff ranked third for both groups. Sense of accomplishment as an administrator and attitudes of parents to school both ranked 4.5 (elementary) and 6.5 (junior high). The greatest differences in the most highly ranked of the 41 facet variables were for achievement of students (ranks 11 and 5) and successful completion of tasks and projects (10, 16).

For the elementary principals, the lowest mean scores related to the principal's social position in the community (2.6 on the 4-point scale), the principal's social relationships with teachers (2.8), and opportunities for advancement as an administrator (3.1). The corresponding means for the junior high principals were 2.9, 2.9, and 3.2; these principals also had relatively low means for the principal's involvement in decision making at the district level (3.1) and fringe benefits in the contract (3.2).

Interviews with the 10 elementary principals supported the high emphasis upon working relationships with teachers and teachers' competence. The relatively low ranking of the principal's social standing in the community was accepted by most of the interviewed principals, although some considered that a higher ranking would be warranted for principals of community schools and schools in rural locations. The interviewees also generally concurred about the relatively low importance of social relationships with teachers; one saw regular social contact as "impractical," another considered that it should be avoided, while a third commented on "familiarity breeding contempt." However, two elementary principals viewed social contact with teachers as important to their satisfaction.

Six of the 10 junior high principals who were interviewed supported the overall rankings of the facets as sources of overall job satisfaction, but two were surprised that the most highly ranked facets were not related to students. The comments of the elementary principals concerning social relationships were similar to those of their junior high colleagues.

Relationships—Elementary Principals

For elementary principals, a moderate correlation was obtained between satisfaction with facets and perceptions of importance of these facets (Spearman coefficient .52, $p<.01$). The principal's working relationships with teachers ranked first in actual satisfaction and equal first in importance, whereas teaching competence of teachers had ranks of 3 and 1.5, satisfaction and morale of the staff ranked 4 and 3, the principal's sense of accomplishment as an administrator ranked 5 and 4.5, and the principal's relationships with students ranked 2 and 7. Some major differences were obtained, for example, the principal's social relationships with

teachers and the principal's social position in the community ranked 9 and 10 in satisfaction but 40 and 41 in importance, while the principal's involvement in hiring teachers ranked 33 and 8.

The five facets which had the lowest ranks for *both* actual satisfaction and importance were involvement in district decision-making (38, 38), number of hours the principal is required to work (41, 31.5), opportunity for advancement (34, 39), salary (35, 36), and fringe benefits in the contract (32,37).

Relationships—Junior High Principals

The level of agreement between satisfaction and importance was even lower for junior high principals (Spearman coefficient .39) than for elementary principals. Again, the principal's working relationships with teachers had top or equal top rank on both aspects, but the only other facet which appeared in the top 10 ranks of both were the principal's relationships with students (2, 10), the principal's freedom to allocate teaching assignments (3, 9), the principal's sense of accomplishment as an administrator (5, 6.5), attitudes of parents towards the school (8, 6.5), and satisfaction and morale of the staff (10.5, 3). The four highly ranked importance facets of the teaching competence of teachers, the help the principal gives teachers and students to succeed, achievement of students, and the attitudes of students towards education had importance ranks of 1.5, 4, 5, and 8, but actual satisfaction ranks of 13.5, 16, 20.5, and 27.

As with the elementary principals, the five facets which had the lowest ranks for *both* actual satisfaction and importance were involvement in district decision-making (40, 39), salary (41, 32), fringe benefits in the contract (39, 38), opportunities for advancement (36, 37), and number of hours the principal is required to work (41, 31.5).

Relationships Between Extreme Responses

As discussed above, some researchers have proposed that workers' assessments of the importance of various facets for overall satisfaction are reflected in the strength of their responses about current satisfaction levels. Adequate exploration of *individual* response strength required more than the above-described search for consistency in the rank orderings of actual satisfaction and importance measures. Therefore, respondents' ratings on the two scales were cross-tabulated to identify the concurrence of ratings of "highly satisfied" and "extremely important" on each facet. Results of these analyses appear in Table 4 for those facets for which at least 40% of respondents at either school level chose "extremely important."

The data in Table 4 reveal that the facets which were rated "extremely important" were not consistently assigned "highly satisfied" ratings. For the elementary principals the percentages of those who were highly satisfied with a facet for which they gave an extremely important rating varied from 12.7% (number of hours the principal is required to work) to 50.5% (principal's relationship with students); for the junior high principals the range was 5.9% (principal's salary) to 63.8% (responsibility for formal evaluation of teachers). These cross-tabulations show that ratings of importance of each facet for overall satisfaction were not reflected in the strength of the respondents' ratings of satisfaction with that facet, and therefore, they could not be relied upon to be appropriate indicators.

Conclusions and Discussion

This paper has focused upon the relationships between (a) the ratings of principals of elementary and junior high schools of their satisfaction with job facets and (b) the importance they placed upon these facets as sources of their overall job satisfaction.

Table 4

Concurrence of Extremely Important and Highly Satisfied Ratings

Job facet	Elementary (n=112)			Junior high (n=83)		
	Extremely important	Highly satisfied		Extremely important	Highly satisfied	
	f	f	%f	f	f	%f
Principal's relationships with students[a]	95	48	51	67	35	52
Principal's social relationships with teachers	22	11	50	*(14*	*5*	*36)*
Principal's working relationships with teachers	111	55	50	81	48	59
Principal's freedom to allocate teaching assignments	72	34	47	68	43	63
Principal's responsibility for formal teacher evaluation	70	30	43	58	37	64
Principal's relationships with other central office staff (not superintendent)	44	21	48	34	19	56
Principal's social position in the community	12	5	42	12	6	50
Availability of clerical staff to help the principal	92	38	41	63	28	44
Satisfaction and morale of the staff	104	43	41	*(81*	*27*	*33)*
Opportunities for useful in-service education for the principal	69	28	41	*(47*	*16*	*34)*
Principal's relationship with superintendent	*(61*	*24*	*39)*	45	25	56
Principal's involvement in budget preparation	*(67*	*25*	*37)*	41	19	46
Principal's physical working conditions	*(45*	*15*	*33)*	29	13	45
Principal's involvement in hiring teachers	*(96*	*26*	*27)*	65	29	45
Authority associated with principal's position	*(56*	*22*	*39)*	47	21	45
Methods used to evaluate principals	*(64*	*15*	*23)*	46	20	43
Recognition by others of principal's work	*(40*	*7*	*18)*	31	13	42

Note. [a]The numbers mean that 95 principals rated "Principal's relationships with students" as an "extremely important" indicator of overall job satisfaction, and that 48 of these 95 (51%) were "highly satisfied" with this facet.

The following general conclusions were drawn:

1. The rankings of mean satisfaction with facets for the two groups of principals were similar (.88), but several important differences were noted. The two highest rankings for both groups were working relationships with teachers and relationships with students.

2. The rankings of mean importance for facets for the two groups of principals were even more similar (.94). The three highest rankings for both groups were working relationships with teachers, teaching competence of teachers, and satisfaction and morale of staff.

3. For the elementary principals, only a moderate correlation (.52) was obtained between satisfaction and importance.

4. For the junior high principals, an even lower correlation (.39) was obtained between satisfaction and importance.

5. The rankings of satisfaction and importance obtained on the questionnaires (1.-4. above) were generally supported by opinions obtained in the interviews, although individual preferences and geographical situation sometimes were associated with opinions contrary to the generalizations.

6. Only a low to moderate association was obtained for both groups of principals between selection of "extremely important for overall job satisfaction" and "highly satisfied" for each facet.

Although findings about sources and levels of satisfaction and dissatisfaction are valuable, the attention paid in this study to the importance of facets as sources of overall feelings of satisfaction was warranted for two main reasons: (a) this aspect of importance has largely been neglected in the literature (MacQueen and Ignatovich, AERA, 1986, represent an exception, but they were interested in obtaining weighted measures for use in regression analyses), and (b) we should be aware for practical reasons of those facets which are valued most by administrators. Researchers into job satisfaction should probably include measures of importance in their methodology.

One of the most pressing reasons for supporting thorough research into principals' satisfaction is to be found in the increasingly greater responsibility that principals will be assuming under proposals for greater school-based management in various jurisdictions, including several U.S. states (especially Hawaii), England/Wales, New Zealand, and some Australian states. Job satisfaction/dissatisfaction studies can provide important information relevant to the changing role of principals.

The interaction between satisfaction and productivity/effectiveness provides another important reason for further research into satisfaction of principals. As stated earlier, a further reason can be found in the desire for maintenance and improvement of the quality of the working life of educators. Finally, the complexity of the relationships among variables related to job satisfaction, which is a very important organizational variable, still needs further explication. Based upon our experience with the research reported in this paper, an appropriate blend of questionnaires and interviews can yield a great deal of valuable, complementary information on the topic of job satisfaction.

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